

Developmental Timeline

	Physical Development	Cognitive Development	Social Emotional Development
Birth to 1 month	<ul style="list-style-type: none"> • Reacts to pain • Basic distinctions in vision • Grasps finger placed in the palm of the hand • Sleeps about 20 hours a day 	<ul style="list-style-type: none"> • Simple reflex activity such as sucking and grabbing 	<ul style="list-style-type: none"> • Helpless • Asocial • Fed by primary caretaker • Cries to communicate • Endogenous Smile (not elicited by social stimuli)
2 to 3 months	<ul style="list-style-type: none"> • Color perception • Visual and oral exploration • Cries, coos and grunts • Control of eye muscles • Lifts head when on stomach 	<ul style="list-style-type: none"> • Turns head to sounds • Sucks lips at sound of food preparation 	<ul style="list-style-type: none"> • Smiles at a face • Soothed by rocking • Exogenous smile (reaction to external stimuli)
4 to 6 months	<ul style="list-style-type: none"> • Eyes follow object past midline • Rolls over • Control of head and arm movements • Transfers object hand to hand 	<ul style="list-style-type: none"> • Forgets about a toy if hidden • Babbles • Laughs aloud 	<ul style="list-style-type: none"> • Calm when picked up or hears a familiar voice • Shows preference to primary care giver • Fears unknown people • Reaches out to be picked up • Expects feeding,
7 to 9 months	<ul style="list-style-type: none"> • Control of trunk and hands • Sits without support • Crawls • Pincer grip • Stands without help 	<ul style="list-style-type: none"> • Responds to name • Copies facial expressions and simple sounds • Aware of self as a separate being 	<ul style="list-style-type: none"> • Calm when picked up or hears a familiar voice. • Shows fear of unknown individuals • Reaches out to be picked up • Prefers primary caregiver • Plays patty-cake and peek-a-boo

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10 to 12 months	<ul style="list-style-type: none"> • Control of legs and feet • Stands, creeps and cruises • Says one or two words • Imitates sounds • Sleeps about 12 hours 	<ul style="list-style-type: none"> • Responds to simple commands such as, “no” or “stop” • Demonstrates curiosity • Pushes away unwanted objects • Interested in picture books 	<ul style="list-style-type: none"> • Waves or clasp when prompted • Gives and takes objects • Bounces or dances to music • Enjoys placing one object inside another
1 year	<ul style="list-style-type: none"> • Walks • Creeps up stairs • Makes line on paper with crayon • Stacks 3-4 cubes • Throws ball • Emergence of hand preference 	<ul style="list-style-type: none"> • Uses 10 words • Makes requests by pointing or using one word • Identifies object in a book 	<ul style="list-style-type: none"> • Interested in own image in mirror • Feeds self • Obeys limited commands • Absence of primary caregiver causes anxiety • Onlooker and parallel play • Enjoys being read to • Gives kisses and hugs
2 years	<ul style="list-style-type: none"> • Runs • Kicks a ball • Capable of bowel and bladder control • Sleeps 12 hours per night with 1-2 hour nap • Can turn doorknob or unscrew lid • High activity level 	<ul style="list-style-type: none"> • Use of pronouns • Vocabulary of around 200 words • Attends to simple story, song or rhyme • Points and labels pictures independently • Pretends to read books • Points to ears, eyes, nose when asked 	<ul style="list-style-type: none"> • Selfish and self-centered • Parallel play with peer • Acts shy with strangers • Imitates adult mannerisms and activity • Refuses adult request, “No” is favorite word. • Has difficulty waiting • Temper tantrums common
3 years	<ul style="list-style-type: none"> • Runs well • Rides tricycle • Feeds self well • Puts on own shoes and socks • Toilet training • Can button and unbutton 	<ul style="list-style-type: none"> • Names a few colors • Repeats 3 digits • Points to and counts 3 objects • Vocabulary of over 800 words • Tells simple stories 	<ul style="list-style-type: none"> • Enjoys parallel play with peer • Takes turns • Fixed gender identity • Likes to “help” adults • Wants to understand environment • Imaginative

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4 years	<ul style="list-style-type: none"> • Throws ball overhand • Able to string beads • Can balance on one foot • Holds pencil properly • Dresses self without much help • Pedals and steers a tricycle skillfully • Jumps over objects 	<ul style="list-style-type: none"> • Vocabulary of over 1,500 words • Uses complete sentences • Can order objects from smallest to largest • Asks endless questions • Uses prepositions and plurals • Continues one activity for 10-15 minutes 	<ul style="list-style-type: none"> • Takes turns and shares, though may be bossy • Understands and obeys simple rules • May have imaginary friends • Tests boundaries • Enjoys cooperative play • Enjoys company of other children • Fear of dark, monsters or being alone is common • Enjoys jokes, tricks and being silly • Curiosity about sex, playing doctor
5 years	<ul style="list-style-type: none"> • Sleeps 10-11 hours per night • Begins losing baby teeth • Hops and skips • Prints simple letters if taught • Handedness established • Can tie shoes • Copies a square • Complete sphincter control • Cuts on a line with scissors 	<ul style="list-style-type: none"> • Vocabulary of over 2,000 words • Counts 10 objects correctly • Able to memorize address and phone number • Carries out multi-step directions • Asks meaning of unknown words • Able to tell story with beginning, middle and end • Draws representational pictures 	<ul style="list-style-type: none"> • Highly cooperative play • Has a best friend • Feels pride in accomplishments • Uses swear or “potty words” • Understands and respects the rules; will ask for permission • Highly identifies with mother

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6 years	<ul style="list-style-type: none"> • 1-2 permanent teeth • Can control major muscles and usually have good balance and enjoy running, jumping, skipping, and other forms of physical play • Draw a person with at least 8 parts, also copy different shapes and like to make designs • Can write name • “Ugly duckling phase” due to lengthening of limbs 	<ul style="list-style-type: none"> • Knows numbers up to 30 • Knows common coins • Emerging understanding of cause and effect relationship • Vocabulary of 8,000 to 14,000 words, yet often repeat words without understanding meaning • B/D reversal is common • Carries on long conversations 	<ul style="list-style-type: none"> • Wants approval from caregiving adults • Continue to have typical fears such as monsters, kidnappers, and large animals. • Want parents to play with them. Parents are the main source of companionship and affection • Often like to be the “big kid” and feel as if they are taking care of a younger child. • Enjoy play with friends of the same gender. • Begin to understand the feelings of others but are still most focused on themselves.
7 years	<ul style="list-style-type: none"> • Grow about 2.5 in. and gain about 7 lb. in a year • Permanent teeth rapidly appearing • Hand-eye coordination is well developed • Has good balance 	<ul style="list-style-type: none"> • Demonstrates a longer attention span • Uses serious, logical thinking; is thoughtful and reflective • Able to understand reasoning and make the right decisions • Can describe points of similarity between two objects • Able to solve more complex problems • Individual learning style becomes more clear-cut 	<ul style="list-style-type: none"> • Not a good loser • Enjoys secrets with friends • Competitive/complaining • Desires perfection and is often self-critical • Worries more; may have low self-confidence • Beginning of sexual curiosity

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8 years	<ul style="list-style-type: none"> • 10-11 permanent teeth • Losing baby-body look • Practice and play in the earlier years manifests itself in skillfulness and “athleticism” • Large motor skills like throwing, catching, kicking, balancing, rolling and batting approach the mature stage • Enjoys testing muscle strength and skill • Finger control is refined • Stamina increases 	<ul style="list-style-type: none"> • Can converse at an almost adult level • Typically enjoys reading for leisure • Seeks to understand the reasons for things • Independent and creative problem solving strategies • Able to identify patterns • Can also translate simple word problems into number sentences and begin to apply more algebraic thinking 	<ul style="list-style-type: none"> • Often argumentative • Sensitive to criticism • Begin to use their own resources prior to seeking adult help • Not consistently obedient • Demanding of primary caretaker • Challenges caregiver • Highly critical of siblings • Favors group play, clubs, and team sports; wants to feel part of a group
9 years	<ul style="list-style-type: none"> • Slow even growth • Large variation in physical size • Smooth muscle control • Handles most hygiene tasks independently • May experience the onset of puberty 	<ul style="list-style-type: none"> • Able to classify objects into different categories • Can read and understand longer sentences up to 12 words • Can add and subtract 2-digit numbers, understand fractions, and are learning how to borrow and carry values • Think independently, most children are improving their decision-making skills. • Can accomplish increasingly more complex tasks and projects in school, such as book reports • Clearly acquiring a conscience 	<ul style="list-style-type: none"> • Recognize basic social norms and appropriate behavior • Can control anger most of the time • Have caring, solid friendships • Impatient • Interested in team sports and group activities • Have overcome most childhood fears, but feel anxiety about situations such as school performance • Expresses dislike for opposite sex

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10 years	<ul style="list-style-type: none"> • 14- 16 permanent teeth • Developing body proportions similar to those of an adult • Have growth patterns related to gender. Girls are typically taller and weigh more than boys, early puberty may develop in girls, such as breast buds 	<ul style="list-style-type: none"> • Increased ability to learn and apply skills • Beginning of abstract thinking, but may revert to concrete thought under stress • Can read and understand a paragraph of complex sentences. • Are reading books with chapters 	<ul style="list-style-type: none"> • Likes rules and teamwork • Enjoy being with friends, often have a best friend of the same gender • Like and listen to parents. Some children, begin to show irritation with or lack of respect for adults who are in charge • Enjoys privacy
11-12 years	<ul style="list-style-type: none"> • Increased energy and appetite • Females: rapid increase in weight; begin to show secondary sex characteristics • Males: ahead of females in physical endurance • May begin puberty-voice changes, menstruation, increased body odor 	<ul style="list-style-type: none"> • Enjoy chances for independent decision making • Take on extra responsibilities which reinforce child's sense of being nearly grown up • Thinking becomes more logical, and gains ability to deal with hypothetical concepts • Heightened interest in concepts of different belief systems 	<ul style="list-style-type: none"> • Become less emotionally dependent on parents and more capable of autonomous thought and action • Critical of adults • Moody • Strives for unreasonable independence • Strong urge to conform to peer groups • Hero worship of non-caregiving adults
13-14 years	<ul style="list-style-type: none"> • Have a difference between body and brain growth; may be more mature physically than cognitively or emotionally • Experimentation with opposite sex • Experimentation with body (masturbation) • Emerging skin problems, such as acne. • Girls typically reach 95 percent of their mature height 	<ul style="list-style-type: none"> • Information processing improves • Cause/Effect relationship better understood • Desire for knowledge that is useful in real life situations • Developing propositional thought, consideration of ideas contrary to facts, new levels of reasoning with more than one variable (abstract thinking) 	<ul style="list-style-type: none"> • Increased interest in causes, values and social issues, though often narrow understanding and dogmatic • Still dependent on family, but tests limits • Close friendships are important, but change often • Less affection shown toward parents, with occasional rudeness • Strong need for recognition, often masked by indifference

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15-16 years	<ul style="list-style-type: none"> • Males continue to grow, most females have reached mature height • Males: An increase in the number of red blood cells which carry oxygen from the lungs to the muscles • Females: Breast growth completed around 16 years of age • Fat deposits increase in hips, breasts, legs and arms 	<ul style="list-style-type: none"> • They also begin to understand other people better. Even though they have a certain amount of empathy and can understand that others have different ideas often strongly believe that their own ideas are the truest • Abstract and symbolic thought fully developed • Girls tend to have a slight advantage in verbal skills while boys do better with mathematical reasoning 	<ul style="list-style-type: none"> • May be emotionally labile • Increased independence from family, with less overt limit testing • May act like a know-it-all • Tries on various identities • Have a false sense of invulnerability that contributes to risk-taking behaviors • Sometimes become overwhelmed and may have difficulty making decisions
17-18 years	<ul style="list-style-type: none"> • Typically physically and sexually mature • Needs about 8-10 hours of sleep • Body image is reasonably established 	<ul style="list-style-type: none"> • Thought processes mature • Has ability to apply knowledge to self and • Capable of useful insight • Greater capacity for goal setting • Understand actions can impact the future 	<ul style="list-style-type: none"> • Increased movement toward independence • Maintain mature relationships with peers and romantic partners • Less egocentric • Pride in one's work • Well-developed social skills

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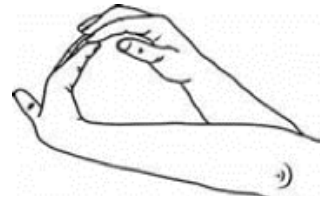
	Physical Development	Cognitive Development	Social Emotional Development
Early adulthood 19 years beyond	<ul style="list-style-type: none"> • Complete the process of physical maturation, usually attaining full adult height 	<ul style="list-style-type: none"> • Move into adult roles and responsibilities and may learn a trade, work, and/or pursue higher education • Fully understand abstract concepts and be aware of consequences and personal limitations • Identify career goals and prepare to achieve them • Secure their autonomy and build and test their decision making skills 	<ul style="list-style-type: none"> • Move into adult relationships with their parents • See their peer group as less important as a determinant of behavior • Feel empathetic • Have greater intimacy skills • Complete their values framework • Carry some feelings of invincibility • Establish their body image • Enter into intimate sexual and emotional relationships • Understand their own sexual orientation, although may still experiment

Sensory Interventions

Child Appears	Sensory Activities
<p>Slow</p> <p>Tired</p> <p>Under Responsive</p>	<ul style="list-style-type: none"> • Give myself a hug • Hand massage (self or therapist) • Seat push ups • Textured, firm fidget (spiky ball, racquet ball) • Drinking water through a straw • Finding small objects in Thera putty or Sensory Bin • Wall push • Mints or minty gum • Animal walks • Crossing midline exercises (Superman Pose, Army Crawl w/ crossed arms, Windmills) • Crunchy snacks (carrots, pretzels, celery) • Sour or spicy snack • Chewing on rubber bracelet (Livestrong style) or Chewelry • Frozen snacks • Play a game using freezer pack • Sitting/bouncing on yoga or peanut ball • Climbing, hanging or swinging • Draping body over yoga ball or bolster to do floor or written work • Games with resistance bands/Push me pull you • Music and movement games • Playing with clay or Playdough (especially squishing / using rolling pins to flatten)

Fast
Wiggly
Unfocused

- Brain Gym exercises
- Weighted objects, weighted blanket, wearing ankle weights
- Deep pressure activities (kid taco: wrapping child in blanket or covering body with cushions, steamrolling with body roller or yoga ball)
- Playing catch/ rolling with heavier ball
- Joint compression exercises- jumping, bouncing on yoga or peanut ball, jumping jacks, pushing palms/soles of feet together
- Give myself a hug
- Finger pulls
- Wall pushes
- Wheelbarrow walks
- Rocking activities, rocking chair, rocking on yoga ball
- Manipulatives such as stress balls, tangles, stretchy animals, textured balls Sitting on “wobble seat” or Dyna-disc
- Deep breathing exercises
- Blowing pompoms or cotton balls with a straw (have child follow lines on paper as a game)
- Reduce light and noise levels (headphones if needed)
- Blowing bubbles
- Calming olfactory experiences, smelling lavender, vanilla, etc. (can add scents to weighted object)
- “Heavy work” activities- carrying loaded backpack, moving full laundry baskets, adding wrist weights while playing games
- Swinging SLOWLY
- Placing hands on child’s shoulders or head with safe, firm pressure
- Balance board
- Stretching inside Body Sock
- Pull heavy items around on a sheet



<p>Self-Harming, Head Banging, Skin Picking, etc.</p>	<ul style="list-style-type: none"> • Vibrating objects • Temperature play (ice sensory bin, playing with warm rice sachet) • Highly textured manipulatives • Deep pressure in general area of harm or weighted item (i.e. weighted hat or compression headband for head banging). In crawling position, have child push head into soft object such as pillow or beanbag
<p>Anxious Nervous</p>	<ul style="list-style-type: none"> • Visual calendar of session activities • Weighted object or blanket • Deep breathing • Blowing bubbles, blowing up balloons, blowing through a straw, games with party blowers (whistles can be removed when necessary) • Hanging (head toward floor) over yoga ball or edge of sofa, chair, bed, etc. • Ripping paper (junk mail or newspaper is great for this, see who can make the biggest pile) • Play with vibrating toy or object • Metronome games, clapping to a slow steady beat • Noise machine, especially heartbeat sound • Soft tactile objects (Stuffed animals, baby blankets, etc.) • Kaleidoscopes or I-Spy tubes • Yoga prompt cards
<p>Hitting, Kicking, and Throwing Objects</p>	<ul style="list-style-type: none"> • Provide appropriate objects to throw or kick (wadded paper, beanbags, ping pong, foam or rubber balls for throwing, foam blocks, beanbags or floppy stuffed toys such as Beanie Babies for kicking; use targets to create games) • Play with splat balls • Play with water balloons • Walking/running • Stomp on rubber stress balls

<p>Hitting, Kicking, and Throwing Objects (continued)</p>	<ul style="list-style-type: none"> • Change the environment (go outdoors and throw balls/kick rocks) • Digging in sensory bins or sand box • Massage shoulders, hips, ankles • Add large motor activity to daily sensory diet/ engage in activity before session begins • Add heavy work to daily sensory diet/ engage in activity before session begins • Add shoulder, hip and ankle compressions to daily sensory diet/ engage in activity before session begins
<p>Seeking Environmental Input</p>	<p><i>Create and follow through with daily sensory diet (typically 2x per day) to address area of seeking along with daily sensory breaks as needed</i></p> <p>Tactile</p> <ul style="list-style-type: none"> • Sensory bins • Play dough, clay • Cloud dough: Mix 5 cups flour with 1 cup baby oil • Coco-dough: Mix 1 cup coconut scented hair conditioner and 2 cups corn starch • Temperature play: ice, hand warmers • Texture play: texture matching, coloring on sandpaper, kinesthetic bag • Sand box • Water play • Vibration: vibrating pillow, hand massagers • Massage <p>Auditory</p> <ul style="list-style-type: none"> • Headphones for AV devices (with volume control for safety) • Phonics Phone • Musical instruments such as chimes and bells • Rain sticks, small fan, white noise machine

<p>Seeking Environmental Input (continued)</p>	<p>Auditory (continued)</p> <ul style="list-style-type: none"> • Whistles, party blowers <p>Visual</p> <ul style="list-style-type: none"> • Mirrors at eye level • Light up/glowing toys or balls • Glow sticks • Activities for visual discrimination: matching, sorting, color grading, I Spy books • Photo albums and colorful picture books • Adding color to other sensory activities such as sensory bins, substituting colored pompoms for cotton balls in games and activities, etc. <p>Oral Processing and Taste</p> <ul style="list-style-type: none"> • Chewies: Abilitations Integrations Chewlery, Live Strong style rubber bracelets baby toothbrush, vibrating toothbrush, clean tubing • Rubber tubing on the top of pencil • Gum: can also be added to IEP or 504 if not allowed at school • Offer diverse food textures and intensity levels at each meal, i.e. Crunchy and spicy foods • Muffin tin snacks: small portions of multiple foods <p>Olfactory</p> <ul style="list-style-type: none"> • Scented lotions, hand sanitizers • Scent matching • Incorporating scent into other sensory activities i.e. warm lavender glow stick bath, cedarwood scented rice bin <p>Vestibular: Movement & Balance</p> <ul style="list-style-type: none"> • Swinging: hang bar, hammock swing (Ikea's Ekorre), tire swing • Bouncing on yoga ball or jump ball
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Seeking
Environmental
Input
(continued)

Vestibular: Movement & Balance (continued)

- Spinning: sit and spin, mom powered spinning with beach towel (10x each direction only)
- Standing or sitting on Bosu Ball
- Hanging upside down
- Dance, gymnastics, tumbling
- Roll tubes
- Rocking chair/ rocking horse
- Indoor see-saw (Ikea Rusig)
- Animal Walks
- Obstacle Course incorporating several of the above activities
- Outdoor Play

Proprioception: Body in Space/Heavy Work

- Hanging
- Joint compressions
- Create sensory “hideaway” with cushions, under a table, between objects, etc. for environmental compression
- Compression garments: Under Armor, Target has an in-store brand
- Body sock
- Weighted objects- vest, blanket, stuffed animal, scarf, hat
- Incline sitters, Dyna-Disc
- Heavy work- push, pull, carry heavy objects such as items in a wagon, books in a backpack, creating heavy work games
- Push on large therapy ball with someone else giving resistance from the other side.
- Have child hold therapy ball with arms and legs while lying on his/her back. Try to take the ball away and tell the child to hold on to the ball as hard as he can
- Blankets: burrito games, swaddle (with child consent and arms outside)

<p>Seeking Environmental Input (continued)</p>	<ul style="list-style-type: none"> • Yoga ball: steam roller, back bends, sitting • Trampoline, Bosu Ball • Crawl Tunnel • Bikes, scooters, Plasma Car • Thera band activities
<p>Avoiding Environmental Input</p>	<p><i>Create and follow through with daily sensory diet (typically 2x per day) to address area of seeking along with daily sensory breaks as needed</i></p> <p>Tactile</p> <ul style="list-style-type: none"> • Place doughs, lotion or gel in Zip-lock bags for avoiders • Mark off child’s area with carpet square, tape etc. to avoid closeness to others • Purchase seamless socks and/or garments • Cut tags from clothing • Allow child to wear clothing without metal fasteners, elastic waistbands, made from soft material, etc. (“fancy clothes/ church clothes” can be very stiff and scratchy) <p>Auditory</p> <ul style="list-style-type: none"> • Noise canceling headwear for loud environments • White noise machines, fans • Music for the brain: Dr. Jeffrey Thompson, Brainsynch or classical music played at low volume <p>Visual</p> <ul style="list-style-type: none"> • Avoid visual distractions (muted colors, using dividers to eliminate distractions, cut clutter, “a place for everything and everything in its place”) • Note what sets off child particularly color, speed of movement, lighting, and avoid these triggers • Sunglasses or caps to shade eyes, window covers for light sensitivity in car, black-out shades for sleeping

Avoiding
Environmental
Input
(continued)

Oral Processing and Taste

- Have child brush teeth with infant toothpaste and toothbrush or a washcloth/ linen cloth
- Provide preferred snacks every 2 hours
- Play with food. Paint with pudding, create peanut butter dough, play with Jell-O sensory bin, cooked spaghetti sensory bin this can create food familiarity and tolerance
- Food Chaining technique from “Food Chaining” by Cheri Fraker

Olfactory

- Avoid scented household products, personal care products

Vestibular: Movement & Balance

Make note and honor your child’s sensory preferences. Some children may display an irrational fear of change in position or movement, may be fearful of having their feet leave the ground, or having their head tipped backward. Sensory defensive children may not like swings, slides, or any movement where they are not firmly planted. Consult an Occupational Therapist for evaluation and sensory diet.

Proprioception: Body in Space/Heavy Work

- Assist in creating body awareness in the child through games that isolate body parts (place the beanbag on your knee, draw around body on large paper, dance, yoga, free movement)
- Fun activities that strengthen fine motor skills - picking up puffballs with chopsticks or tweezers, “writing” with Bingo Markers, lacing cards, bead stringing, hammering golf tees into clay, snap together toys such as Legos, placing coins in a piggybank, etc.
- Fun activities that strengthen gross motor skills – jumping rope, playing catch, hula hoops, bowling games, etc.

**Avoiding
Environmental
Input
(continued)**

- Massage
- Make note and honor your child's sensory preferences, proprioceptive avoiders may have low muscle tone and or difficulty grading motion. Consult an Occupational Therapist for evaluation and individualized sensory diet.